



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 31521168  
SAU: RSU 01  
School: Fisher-Mitchell School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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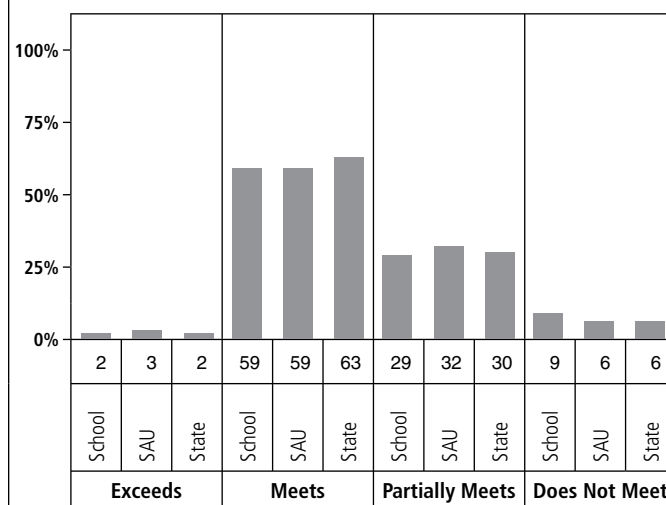
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: RSU 01  
School: Fisher-Mitchell School

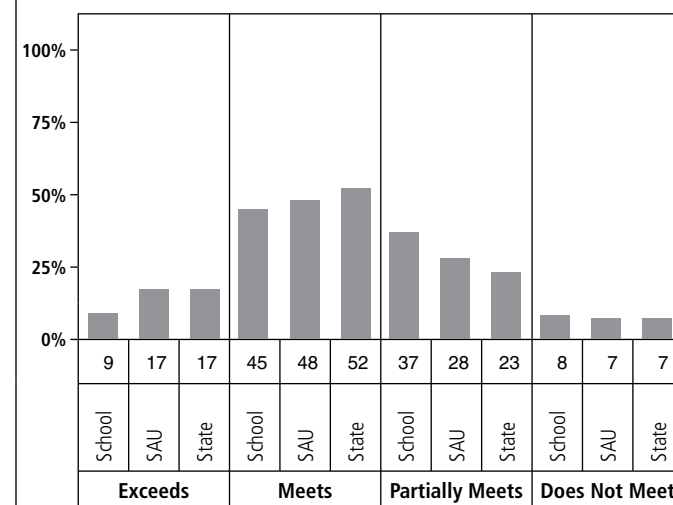
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	344 346 <b>344</b> 344	<b>345</b>	345 344 <b>345</b> 345
<b>Mathematics</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	344 350 <b>344</b> 345	<b>348</b>	347 347 <b>348</b> 347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: RSU 01  
School: Fisher-Mitchell School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	86	100	168	100	13763	100	86	100	168	100	13691	100	86	100	168	100	13691	100						
<b>Ethnicity</b> African American/Black	8	9	9	5	416	3	8	100	9	100	412	99	8	100	9	100	414	100						
American Indian or Native Alaskan	1	1	2	1	102	1	1	100	2	100	101	100	1	100	2	100	101	100						
Asian or Pacific Islander	0	0	1	1	232	2	0	0	1	100	226	97	0	0	1	100	227	98						
Hispanic	2	2	3	2	167	1	2	100	3	100	164	98	2	100	3	100	164	98						
Caucasian/White	75	87	153	91	12846	93	75	100	153	100	12788	100	75	100	153	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	7	8	23	14	2414	18	7	100	23	100	2388	100	7	100	23	100	2388	100						
<b>Current LEP</b>	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
<b>Economically disadvantaged</b>	42	49	72	43	5887	43	42	100	72	100	5847	100	42	100	72	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	78	91	144	86	10316	75	78	91	144	86	10355	75						
Identified disability (PET/IEP)	0	0	2	1	437	4	0	0	2	1	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	8	9	23	14	3179	23	8	9	23	14	3152	23						
Identified disability (PET/IEP)	7	88	20	87	1757	55	7	88	20	87	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	1	13	3	13	1192	37	1	13	3	13	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	1	1	194	1	0	0	1	1	184	1						
Identified disability (PET/IEP)	0	0	1	100	194	100	0	0	1	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: RSU 01  
School: Fisher-Mitchell School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	2	2			332	2
	2007-2008	1	2			227	2
	<b>2008-2009</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>262</b>	<b>2</b>
	Cum. Total*	5	2			821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	56	59			8691	63
	2007-2008	38	78			8403	62
	<b>2008-2009</b>	<b>51</b>	<b>59</b>	<b>99</b>	<b>59</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	145	63			25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	32	34			3781	27
	2007-2008	8	16			4018	30
	<b>2008-2009</b>	<b>25</b>	<b>29</b>	<b>53</b>	<b>32</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	65	28			11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	5	5			1021	7
	2007-2008	2	4			938	7
	<b>2008-2009</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>748</b>	<b>6</b>
	Cum. Total*	15	7			2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	27.9	60.7	28.4	61.7	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	19.8	61.9	20.0	62.5	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.1	57.9	8.4	60.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 3  
SAU: RSU 01  
School: Fisher-Mitchell School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	2	2	51	59	25	29	8	9	344	167	3	59	32	6	345	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	8	0	0	3	38	4	50	1	13	341	9	0	33	56	11	340	402	0	40	41	18	339
American Indian or Native Alaskan	1										2						99	0	64	31	5	343
Asian or Pacific Islander	0										1						222	4	63	25	8	345
Hispanic	2										3						162	0	51	38	10	342
Caucasian/White	75	2	3	46	61	20	27	7	9	345	152	3	61	30	6	345	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	2	29	4	57	333	22	0	9	64	27	335	2194	0	32	50	18	338
No	79	2	3	50	63	23	29	4	5	345	145	3	67	27	3	346	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	0										0						406	0	39	41	20	339
No	86	2	2	51	59	25	29	8	9	344	167	3	59	32	6	345	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	42	0	0	22	52	14	33	6	14	342	71	0	46	44	10	342	5721	1	52	39	9	342
No	44	2	5	29	66	11	25	2	5	346	96	5	69	23	3	347	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	86	2	2	51	59	25	29	8	9	344	167	3	59	32	6	345	13489	2	63	30	6	345
<b>Gender</b>																						
Female	45	2	4	27	60	13	29	3	7	345	80	3	66	28	4	346	6568	3	67	26	4	346
Male	41	0	0	24	59	12	29	5	12	343	87	3	53	36	8	344	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	18	0	0	7	39	8	44	3	17	339	24	0	29	54	17	339	2300	0	39	49	11	340
No	68	2	3	44	65	17	25	5	7	345	143	3	64	28	4	346	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	5	1	20	4	80	0	0	0	0	359	6	17	83	0	0	359	155	11	87	2	0	354
No	81	1	1	47	58	25	31	8	10	343	161	2	58	33	6	344	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: RSU 01  
School: Fisher-Mitchell School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	1 87 10 2	0 2 0 0	0 3 0 0	0 44 4 1	0 61 50 50	1 20 2 1	100 28 25 50	0 6 2 0	0 8 25 0	334 345 341 342	3 87 9 2	0 4 0 0	0 61 64 33	75 30 21 67	25 5 14 0	334 345 344 339	5 80 13 3	1 2 2 1	44 66 61 36	39 28 32 45	16 4 6 18	340 345 344 339
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	62 30 6 2	2 0 0 0	4 0 0 0	38 9 2 2	72 35 40 100	11 12 2 0	21 46 40 0	2 5 1 0	4 19 20 0	347 340 341 343	57 34 7 2	3 4 0 0	71 42 33 67	22 44 58 33	3 11 8 0	347 343 342 341	47 41 9 2	3 1 0 0	68 62 51 30	24 31 41 51	4 5 8 19	346 344 342 338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 47 13 8	2 0 0 0	7 0 0 0	17 23 6 5	61 58 55 71	6 13 4 2	21 33 36 29	3 4 1 0	11 10 9 0	346 343 343 344	29 50 15 6	8 1 0 0	65 58 54 50	21 36 38 40	6 5 8 10	347 345 343 340	31 49 14 6	3 2 1 0	63 68 53 43	28 26 39 43	6 3 7 14	345 345 342 340
<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 57 31	0 2 0	0 4 0	6 26 19	60 53 70	3 17 5	30 35 19	1 4 3	10 8 11	345 344 345	16 60 25	4 4 0	42 60 68	50 31 22	4 5 10	345 345 345	18 57 25	1 2 1	50 68 61	38 26 31	11 3 6	342 346 344
<b>How hard were the reading passages on this test?</b> A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	12 40 48	0 1 1	0 3 3	3 21 25	30 62 63	5 9 11	50 26 28	2 3 3	20 9 8	338 343 346	10 45 45	0 3 4	24 56 69	59 36 23	18 5 4	338 343 348	15 48 37	0 2 3	38 66 70	48 29 23	14 4 4	340 345 347
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	25 55 14 6	1 0 1 0	5 0 8 0	12 28 6 3	57 61 50 60	7 13 4 1	33 28 33 20	1 5 1 1	5 11 8 20	346 344 343 342	25 55 13 7	8 1 5 0	60 64 45 42	30 29 41 42	3 6 9 17	347 345 342 341	22 46 18 14	3 2 1 0	67 68 56 50	25 26 36 40	4 4 8 10	346 346 343 341
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	22 11 67	0 0 2	0 0 4	7 6 37	39 67 66	6 3 14	33 33 25	5 0 3	28 0 5	341 346 345	32 18 50	2 3 4	56 55 63	33 34 30	10 7 4	344 345 345	29 21 50	1 2 3	56 62 68	36 31 25	7 5 5	343 344 346
<b>Optional school/SAU question</b> A. B. C. D.	0 100 0 0	0 0 0 0	0 0 0 0	1 100 0 0	100 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	344 344 344 344	75 25 0 0	0 0 100 0	0 0 0 0	67 0 0 0	33 0 0 0	333 344 344 344						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: RSU 01  
School: Fisher-Mitchell School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	8	8			1985	14
	2007-2008	7	14			2277	17
	<b>2008-2009</b>	<b>8</b>	<b>9</b>	<b>29</b>	<b>17</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	23	10			6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	48	51			6990	51
	2007-2008	34	69			6764	50
	<b>2008-2009</b>	<b>39</b>	<b>45</b>	<b>80</b>	<b>48</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	121	53			20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	27	28			3673	27
	2007-2008	6	12			3504	26
	<b>2008-2009</b>	<b>32</b>	<b>37</b>	<b>46</b>	<b>28</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	65	28			10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	12	13			1193	9
	2007-2008	2	4			1044	8
	<b>2008-2009</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>7</b>	<b>997</b>	<b>7</b>
	Cum. Total*	21	9			3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	29.2	60.8	31.4	65.4	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	11.6	58.0	12.6	63.0	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.7	71.3	6.0	75.0	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	5.1	63.8	5.6	70.0	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	6.8	56.7	7.2	60.0	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 3  
SAU: RSU 01  
School: Fisher-Mitchell School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	8	9	39	45	32	37	7	8	344	167	17	48	28	7	348	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	8	0	0	3	38	4	50	1	13	336	9	0	44	44	11	338	407	7	37	32	24	338
American Indian or Native Alaskan	1										2						99	7	47	38	7	344
Asian or Pacific Islander	0										1						223	25	45	24	7	350
Hispanic	2										3						162	6	44	35	15	341
Caucasian/White	75	8	11	35	47	27	36	5	7	345	152	19	49	26	7	349	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	0	0	4	57	3	43	319	22	0	23	45	32	330	2204	6	36	36	22	338
No	79	8	10	39	49	28	35	4	5	346	145	20	52	25	3	350	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	0										0						412	7	37	35	21	339
No	86	8	9	39	45	32	37	7	8	344	167	17	48	28	7	348	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	42	3	7	16	38	18	43	5	12	341	71	8	41	38	13	342	5727	10	48	31	12	343
No	44	5	11	23	52	14	32	2	5	347	96	24	53	20	3	352	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	86	8	9	39	45	32	37	7	8	344	167	17	48	28	7	348	13501	17	52	23	7	348
<b>Gender</b>																						
Female	45	5	11	18	40	18	40	4	9	343	80	18	45	30	8	347	6568	16	52	24	8	348
Male	41	3	7	21	51	14	34	3	7	345	87	17	51	25	7	348	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	18	0	0	6	33	9	50	3	17	336	24	0	33	50	17	336	2300	4	43	39	14	340
No	68	8	12	33	49	23	34	4	6	346	143	20	50	24	6	350	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	5	5	100	0	0	0	0	0	0	370	6	83	17	0	0	368	155	73	26	1	0	368
No	81	3	4	39	48	32	40	7	9	343	161	15	49	29	7	347	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: RSU 01  
School: Fisher-Mitchell School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%		
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	300	3	0	25	25	50	328	5	9	38	32	21	340
B. less than one hour	87	8	11	33	46	28	39	3	4	346	87	19	48	29	4	349	80	19	54	22	5	349
C. one to two hours	10	0	0	4	50	2	25	2	25	337	9	21	50	14	14	347	13	16	51	24	9	347
D. more than two hours	2	0	0	1	50	1	50	0	0	338	2	0	33	33	33	331	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	5	19	11	42	7	27	3	12	347	34	24	45	20	11	349	40	25	51	17	7	351
B. good	53	3	7	22	49	17	38	3	7	344	53	14	52	29	5	348	45	14	56	24	6	348
C. fair	12	0	0	4	40	5	50	1	10	340	9	7	36	50	7	342	12	7	49	34	10	343
D. poor	5	0	0	1	25	3	75	0	0	333	4	14	29	43	14	337	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	34	5	17	8	28	12	41	4	14	344	40	23	38	31	8	349	38	23	52	19	5	351
B. They match some of what I have learned.	51	3	7	28	65	11	26	1	2	347	47	12	61	22	5	348	45	16	56	22	6	348
C. They match just a little of what I have learned.	9	0	0	0	0	6	75	2	25	332	8	15	15	46	23	340	12	10	45	33	12	343
D. There is no match.	6	0	0	2	40	3	60	0	0	337	5	13	50	38	0	343	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	24	1	5	7	35	11	55	1	5	342	17	4	33	52	11	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	56	3	6	26	55	14	30	4	9	345	64	17	55	21	7	349	59	19	55	21	5	350
C. easier than my regular schoolwork	20	4	24	6	35	5	29	2	12	345	19	30	37	27	7	349	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	1	11	6	67	2	22	333	12	5	37	42	16	340	15	8	41	35	15	341
B. 30–45 minutes	31	4	15	11	42	8	31	3	12	345	33	18	51	22	10	347	29	16	54	23	6	348
C. 45–60 minutes	42	3	9	22	63	10	29	0	0	348	42	18	57	22	3	351	32	21	55	19	5	350
D. more than 60 minutes	17	1	7	5	36	6	43	2	14	340	13	14	33	43	10	345	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	10	0	0	1	11	6	67	2	22	331	7	0	17	58	25	332	6	6	33	39	23	337
B. two or three days a week	37	3	9	17	53	9	28	3	9	346	28	11	55	28	6	347	12	15	55	22	8	348
C. two or three times each month	29	3	12	12	48	10	40	0	0	348	29	21	52	27	0	350	26	20	56	19	5	350
D. never or almost never	23	2	10	9	45	7	35	2	10	342	35	24	43	22	10	349	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	50	2	5	17	40	17	40	6	14	340	55	16	43	30	11	345	37	14	51	27	9	346
B. two or three days a week	30	4	16	16	64	4	16	1	4	351	25	20	63	15	3	352	27	20	55	19	6	350
C. two or three times each month	14	1	8	4	33	7	58	0	0	343	11	18	35	41	6	347	19	22	53	19	6	350
D. never or almost never	6	1	20	2	40	2	40	0	0	346	9	29	50	21	0	351	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										75	0	0	67	33	327						
B.	100	0	0	1	100	0	0	0	0	346	25	0	100	0	0	346						
C.	0										0											
D.	0										0											

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